

## CROATIA

# ETF COUNTRY PLAN 2007

### 1. Socioeconomic background

#### Macroeconomic development

- The macroeconomic outline and forecast for Croatia is positive. The IMF revised projected growth from 4.1% to 4.6% of GNP in its annual global forecast for 2006, given strong growth in the first quarter of 2006 (6%). Nonetheless, GDP growth remains lower than in other EU accession countries (Bulgaria and Romania), and lower than in most southern and central eastern European countries.
- The stand-by agreement (Memorandum on Economic and Financial Policy) signed with the IMF in August 2004 expired in October 2006 and was not renewed. As a result, economic and financial policy will be driven largely by the EU accession process and national policies in forthcoming years.
- Croatia remains a country with high foreign direct investment potential according to the UNCTAD World Investment Report 2006. In the last 10 years over 70% of all foreign direct investment was takeovers of existing companies, with very little green field investment. Another survey covering European companies investing in Croatia showed that, apart from red tape, investment was being hampered by corruption, an inefficient judiciary and legal regulations.
- The World Bank report on conditions for doing business (September 2006) ranked Croatia 124th of 175 countries (118th of 155 countries in the previous year). The report was heavily criticised by the government on the basis of its methodology.
- Government policy of support to small and medium-sized enterprises and regional development is focusing on new business zones, tax benefits, and fewer administrative obstacles (with a plan to cut 30%-50% of unnecessary regulations and procedures), and also on increasing competitiveness, strengthening exports and creating a positive business climate.

#### Labour market, privatisation and restructuring

- The unemployment rate fell from 17.2% to 16% (the lowest rate of the past few years) in the first half of 2006. Although a successful tourist season helped, it would also seem that state-backed initiatives are beginning to have a positive effect. New start-ups and small and medium-sized enterprises contributed most to job creation (particularly in the retail sector, construction industry and services).

- Restructuring of loss-making, state-owned enterprises (e.g., in the shipbuilding sector) and further privatisation (e.g., of the national oil and gas company INA) has been announced by the government, but progress is slow.

## **Socio political background**

- Croatia is in a pre-election period (parliamentary elections in November 2007) which is likely to have an impact on the speed of the reform process.
- The two major political goals of Croatia are EU accession (preferably before EU parliamentary elections in June 2009, and supported by a majority in the EU parliament and many heads of state) and NATO membership by 2008 (backed by the USA, but not yet by a majority of Croatians).
- Cooperation on war crimes with the International Criminal Tribunal for the Former Yugoslavia has improved. The judicial process remains a problem, with a huge backlog of cases even though Croatia has one of the highest ratio of judges in Europe.
- Corruption continues to be significant in Croatia. According to the latest GfK Centre for Market Research study, 92% of Croatian citizens believe they live in a corrupt country, and the European Commission (EC) has also expressed its criticism of Croatia in this regard. Public administration is still characterised by political nominations and nepotism instead of transparency and competence.

## **Regional cooperation**

- Croatia is expected to play a leadership role in the region, which is, however, limited by its own capacities and willingness for reform (e.g., in the area of VET and labour market reform). In the area of higher education, the government has announced a strategic plan to make Croatia the leading country in the region in the areas of science and education by 2010.
- In May 2006, the Special Coordinator of the Stability Pact for Southeast Europe announced that the Stability Pact would be replaced by a new organisation in 2008, namely, a Regional Cooperation Council (the basis of which is to be established in mid-2007), to be formed of the countries in the region, which will be responsible for their own cooperation.

## **EU accession**

- Croatia has completed an in-depth analysis (October 2005 to October 2006) of the level of adjustment required in its legislation to adapt to 33 policy chapters of the acquis communautaire (introductory and bilateral screening). The negotiation phase has now commenced. Croatia does not want to be linked with Turkey in the accession process and is lobbying for separate negotiations.

## **2. Key policy issues and strategies in human resource development**

The major national HRD priorities are outlined in the Strategic Coherence Framework, submitted by the Croatian Central Office for Development Strategy and Coordination of EU Funds in preparation for the new Instrument of Pre-accession Assistance (IPA). In addition,

the Croatian government is in the process of adopting a national development strategy (the Strategic Development Framework 2006-2013), which identifies a series of social and economic development priorities, and includes specific reference to efficient labour market and education systems. Particular goals include reinforcement of the role of labour market institutions in matching labour demand and supply, adaptation of the educational system to the changing needs of the labour market, lifelong learning, increased investment in education and contemporary learning methods, and more financial participation by the private sector in education and in professional training schemes. The 4 main priorities are as follows:

**Priority 1:** To improve the skills of the workforce and of entrepreneurs. Tailored training programmes for the disadvantaged are planned (e.g. long-term unemployed, youth, women and minority groups), as also programmes for reskilling the existing workforce to enhance competitiveness, self-employment and business creation, support for mainstreaming sustainable participation of women in employment, and assistance for the modernisation and strengthening of labour market institutions, in particular employment services.

**Priority 2:** To improve the quality of human resources through education and training. Plans are to provide better resources and infrastructures, develop administration and management skills, develop closer links to enterprises, implement research, enhance statistical information, improve teacher training, and establish educational centres.

**Priority 3:** To promote social inclusion. This will involve promoting employment for disadvantaged people such as early school leavers, minorities and people with disabilities, improving access to vocational education and training (VET), providing community and care services that improve employment opportunities, involving local communities and enterprises, and fostering local employment initiatives.

**Priority 4:** To strengthen the institutional capacity of public administrations and services at the national and sub-national level. Plans are to promote better regulation and good governance in the employment and social fields through monitoring and evaluation, the compilation of statistical data, the provision of support to interdepartmental coordination, and the fostering of dialogue between relevant public and private bodies.

### 3. EU and other donor policies and interventions

#### EU assistance

- Croatia was a beneficiary of the EU CARDS (Community Assistance for Reconstruction, Development and Stabilisation) programme for 2001-2004. It switched to the PHARE pre-accession programme (namely, ISPA-Instrument for Structural Policies for Pre-Accession, and SAPARD-Special Accession Programme for Agriculture and Rural Development) in 2005 on becoming an EU candidate country. This was the single largest assistance programme running in the country in this period. Most CARDS programmes were decentralised in 2005-2006. In the HRD area a number of CARDS and PHARE projects started with a 3-year delay and so are still being implemented. Among them are the following: the CARDS 2002 and 2003 VET initiatives (VET modernisation and institution building and centres of excellence), CARDS 2002 and 2004 (local employment partnerships, the first finished in 2006, the other just launched), CARDS 2003 (decentralisation of the Croatian employment service), PHARE 2005 (active labour market programme), and CARDS 2004 (adult learning, to commence in spring 2007).
- Croatia continues to participate in the implementation of the regional CARDS programme, and will do so until closure (anticipated for 2006). All these programmes will be replaced by the single, integrated IPA from 2007 onwards, although it is likely that IPA implementation will only commence in 2008.

- In the higher education area, Croatia participates in the Tempus programme. It has operated 2 CARDS projects dealing specifically with higher education reform issues (drafting new legislation, establishing a higher education agency, quality issues, support to the Bologna process, etc.).
- Croatia did not participate in the Socrates and Leonardo da Vinci programmes in 2006 for strategic reasons. It participates (or will participate) actively in the 6th and 7th Research and Development Framework Programmes, as well as in the new EU lifelong learning programme, for which a specific agency will be created.
- At the end of 2004, the Croatian government signed a framework agreement with the EC, which opens the possibility for participating in a number of other HRD-related programmes, such as the programme for incentive measures in the area of employment, the competitiveness and innovation framework programme, the Marco Polo programme, etc.).

## **Bilateral assistance and international donors**

- Implementation of a World Bank education loan project (70 million EUR) commenced in 2006, with priorities agreed on an annual basis. There are indications that most of the funds will go into infrastructure development and equipment (procurement of computers, refurbishing of buildings, construction of new university campus sites, etc.).
- Austria, through Kultur Kontakt, has been supporting the Croatian Education Institute for a number of years, and, more recently, the VET Agency. It focuses especially on school manager training and support to curriculum development in the commercial sector, including the promotion of entrepreneurial learning in selected schools.
- The area of initial VET is covered by 2 other recent donor initiatives, as follows: %%
  - Germany (via GTZ and ABU Consult) initiated a 2-year project in mid-2006 to improve VET for crafts and trades. The project is implemented in close collaboration with the Chamber of Crafts and Trades and the Ministry of Economy, Labour and Entrepreneurship. It aims at developing curricula and centres of excellence in 2 or 3 selected crafts and contributing to strategy and system development.
  - The Netherlands, in the framework of its bilateral pre-accession MATRA programme, commenced cooperation in late 2006 with the VET Agency and is likely to support the work of the sector councils.
- In the field of higher education, Sweden is assisting in promoting the work of the National Agency for Science and Higher Education, while the German Academic Exchange Service (DAAD) is supporting the creation of a European education centre at the Zagreb Teacher Training College.
- The Danish government and the UK's Global Opportunities Fund commenced the implementation of capacity building measures for public administration in 2006, mainly to support Croatian legislative adaptation to the EU.

## 4. Mid-term perspective ETF intervention strategies contributing to added value in national, EU and donor reform-support policies

### Timeframe

ETF interventions in Croatia are framed by the highly restricted time horizon that remains until Croatia's likely accession to the EU (possibly before elections to the European parliament in spring 2009) and the delayed preparations for planning and implementing the IPA and European structural fund programmes.

### ETF priorities for information and analysis

#### *ETF objectives*

A primary objective is to satisfy the information and analytical needs of both the EC and key Croatian stakeholders, by providing policy analysis and advice in the area of HRD. Particular emphasis will be placed on Croatian compliance with the policy objectives laid down in the European Employment Strategy and the respective guidelines, as well as on analytical work undertaken in the Open Method of Coordination (OMC) framework within the Education and Training 2010 process.

#### *Measures*

- Maintaining country intelligence on HRD-related policies and practices.
- Analysis of HRD-related sectoral policies, practices and challenges (e.g., lifelong learning, VET, employment policy, HRD and in-house training).
- Content (impact) analysis of implemented EU projects with a view to facilitating effective planning of future IPA programmes in HRD.
- Policy advice on HRD issues to the EC Delegation and to the Education and Culture, Employment, Enlargement, and Enterprise and Industry Directorate-Generals (DGs).
- Monitoring of the annual progress achieved in regard to accession in the HRD area (Joint Action Programmes (JAPs) and annual accession progress reports) through regular updates of the country analysis, the ETF VET/labour market progress report, and participation in joint meetings between the EC and Croatia.
- Familiarisation and cooperation by key HRD stakeholders with the European Centre for the Development of Vocational Training (CEDEFOP) before accession, through a joint workshop in Croatia, transfer of ETF country intelligence, coordinated invitation policy for events, and other activities.

### ETF priorities for initial VET and adult learning

#### 1. Governance

##### *Analysis*

What has only just commenced in Croatia is nothing less than a wider VET system reform process, whose concepts still need to be reviewed and consolidated before the reform is institutionalised and implemented as a pilot project and thereafter at a system-wide level. In

2006, following a policy learning process involving key stakeholders, the CARDS 2002 VET project produced a VET white paper and a draft VET law. Putting in place this new VET law is crucial to steering the reform process and providing a legal basis for all the envisaged new initiatives and approaches. The white paper offers a number of options for financing VET that need to be discussed further. Possible contradictions also need to be sorted out with regard to the laws on crafts and adult education (in their final drafting stages), as they do not entirely embrace the concepts proposed for the new VET law.

Both the VET Agency (ASO), created in September 2005, and the Agency for Adult Education (AOO), aimed to be operational in 2007, are in their infancy and require further support. Discussions on a national qualifications framework (NQF) are also still at an early stage. The concepts proposed by different working groups (one led by the Ministry of Science, Education and Sports and the other one led by CARDS 2002) would need to be finetuned, with one comprehensive and consistent strategy and action plan to be agreed and taken forward by the ministry and its partners.

The CARDS 2002 VET project has piloted a partnership approach to policy and legal development, which would need to be consolidated by establishing a National VET Council (as envisaged by the white paper). Some actions have already been piloted to put in place an information system for VET management.

The CARDS 2004 adult learning project (due to start in 2007), which is aimed at policy and legal development, covers the essential building blocks of a modern adult learning system. As EU accession nears, it will be necessary to review the current patchwork of policies and institutions covering specific educational sub-sectors with a view to creating a seamless lifelong learning system in Croatia over the longer term.

### ***ETF objectives***

- To contribute to finalising the draft VET law and reviewing financing options. The goal is to have the VET law submitted to parliament in 2007 (beyond ETF control).
- To contribute further to the development of an NQF.
- To support the establishment and operation of a National VET Council (HRD group) as envisaged by the VET white paper.
- To contribute to the development of a modern, coherent adult learning policy framework by building on EU experience and including revised or new financing mechanisms and incentives.
- To assist with the development of a lifelong learning strategy.

In its undertakings, the ETF will both cooperate with donors operating in the area of VET system development and seek to coordinate EU work with its own work.

### ***Measures***

- The provision of policy learning on modern VET policy to help finalise the VET draft law, with the involvement of key local actors and donors and taking account of EU policy issues and experience.
- Supervision of the work undertaken to finalise the concept of an NQF and to align all newly developed and revised VET qualifications within this framework, with policy learning to be arranged as and when necessary.
- Assistance to the Croatian authorities and partners in establishing and holding regular meetings of the National VET Council (HRD group), which will also provide contributions to IPA programming in HRD.
- Provision of content-related contributions to the implementation of the CARDS 2004 adult learning project and ensuring that results are widely disseminated and understood, followed up and sustained.

- Organisation of a peer learning process on lifelong learning policies for 2009, aimed at feeding into the process of the development of a lifelong learning strategy by the Croatian authorities and their partners.

## 2. Curriculum reform

### *Analysis*

The CARDS 2002 VET project has led to the identification of 14 sectors for curriculum reform, approved by the Ministry of Science, Education and Sports. Moreover, new structures and methodologies for the identification and development of both qualifications and learning programmes have been proposed. In 2006, 13 multipartite sector (excluding the arts) councils were set up, with a temporary mandate until 2007 given that they have, as yet, no legal basis. The new concepts and methodologies will be agreed with all partners and eventually adopted as the principal basis on which to proceed. National reform initiatives that are already underway, such as the state matura (school-leaving exam) in VET or amendments to the law on crafts, will need to be discussed in regard to their adaptation to the new approaches. Another complication is that different consultants—from the CARDS 2003 VET project, the German GTZ crafts sector project (both launched in 2006), Kultur Kontakt and probably also the Dutch MATRA project (launched in 2007)—use different concepts and approaches to the development of qualifications and curricula. Hence, a close monitoring of the CARDS 2003 project, more detailed discussions, further capacity building among VET Agency and sector council staff, coordination between donors and agreement with the relevant ministries will be crucial so as to avoid confusion and a waste of resources.

The VET Agency's agenda, as presented by its director in December 2006, is very ambitious and includes participation in the work of the sector councils, whose work, in turn, includes the definition of occupations for each sector, the definition of the competences required for each qualification, and the drafting of learning programmes and examination specifications for each qualification. Moreover, the VET Agency has been asked to provide support to the National Centre for External Evaluation (NCVVO) in developing the state matura exams for VET, redefining the network of programmes, organising teacher training, providing active support to schools for their further development, and preparing and implementing international projects. The ETF is well placed to contribute to all of this work through the organisation of policy learning.

### *ETF objectives*

The ETF task will be to ensure clarity and agreement on curriculum/system reform concepts and approaches, act as an institutional memory, foster a coherent approach by donors, and ensure continuity in the work of the VET/adult education agencies and the sector councils, using national, EU and other donor funds.

### *Measures*

- The organisation of a policy learning process, with key VET agency, sector council and donor representatives, on different approaches to the development of qualifications and curricula and the elements and approaches for comprehensive curriculum reform.
- Continuous support for the development work undertaken by the sector councils, working, as a first step, towards a new national classification of occupations (qualifications).
- Further promotion of modern VET teacher training and school development approaches through regional exchanges and national actions.

## **ETF priorities for employment policies/JAPs**

### ***ETF objectives***

The ETF will support the EC in ensuring smooth and effective implementation of outstanding CARDS and PHARE projects in the field of employment policy and in monitoring progress in terms of Croatian policy compliance with the European Employment Strategy (JAPs).

### ***Measures***

- Content monitoring of the CARDS 2003 project for decentralising employment services, the CARDS 2004 local employment partnership project and the PHARE 2005 active labour market policies project, with a view to ensuring their effective implementation;
- Content-related contributions to establishing priorities and monitoring progress in the framework of the JAP process until accession.

## **ETF priorities for reporting on the European Charter for Small Enterprises**

### ***ETF objective***

- To strengthen national capacities on entrepreneurship learning (EL) through a revision of indicators and management performance (regional focus through a Partnerships and Public Initiatives project).

### ***Entrepreneurship learning***

In the period 2007-2010, the ETF will continue to support DG Enterprise and Industry in monitoring policy progress on the education and training provisions of the European Charter for Small Enterprises in Croatia, with particular reference to performance indicators and building on a first generation of EL indicators formulated by the ETF in 2006. Additionally, targeted assistance and capacity building measures will be provided to the countries of southeast Europe in particular, so as to determine EL outcomes at each level of the education system and to contribute to a lifelong learning perspective in the region. The overall aim of ETF support is to develop awareness and understanding amongst policy makers and education practitioners as to the role and contribution of more strategic entrepreneurship learning for better performing businesses, overall competitiveness and employment creation.

In addition to annual ETF national assessments of entrepreneurship learning development—including an overall regional assessment to be submitted to the EC, OECD and the European Bank for Reconstruction and Development—the delivery perspective over the period 2007-2010 is as follows:

2007

- Integration of Croatian EL experts in an evaluation of a first generation of indicators, with revisions agreed by the national authorities.
- Development of 3 additional second-generation indicators by national experts in cooperation with regional peers.
- A national EL stocktaking exercise resulting in a national report.
- Development of EL outcomes for ISCED Levels 1 and 2 by national experts in cooperation with regional peers.
- Inclusion of Croatian EL experts in the ETF virtual community of IPA regional experts.

2008

- Integration of Croatian EL experts in an the evaluation of the second-generation indicators, with revisions agreed by the national authorities.
- Development of 3 additional third-generation indicators by national experts, in cooperation with regional peers.
- Development of EL outcomes for ISCED Levels 3 and 4 by national experts, again in cooperation with regional peers

2009

- Integration of Croatian EL experts in an evaluation of the third-generation indicators, with revisions agreed by the national authorities.
- Development of EL outcomes for ISCED Levels 5 and 6 by national experts in cooperation with fellow experts from the southeast European region.
- Involvement of national EL experts, education policy advisors and employers in a regional review of lifelong EL.

2010

- An analytical paper on lifelong EL developments, with due reference to policy provisions, strategic plans, budgetary allocations, practitioner capacities, curricular development, teacher training, education/enterprise cooperation, monitoring arrangements and initial impact assessment.
- Active participation and contributions of national EL experts, policy makers and employers in a first international conference on comparative approaches to lifelong EL.

Overall, it is anticipated that ETF assessment of Croatian annual performance on the given indicators will determine gaps and development lines where IPA support could be engaged to ensure progress in the areas in question. Furthermore, it is expected that a more developed knowledge base and regional competences in policy and design across all levels of the formal EL systems will be developed over the 4 years of the project, as also more enhanced regional cooperation in the EL area amongst policy makers, employers and experts engaged in the process.

## **ETF priorities for IPA planning and European structural fund preparations**

### ***ETF objective***

- To strengthen the capacities of potential beneficiaries of IPA (and later, the European structural fund) HRD projects at the regional or local level, with a particular view to preparing a project pipeline.

For more details on ETF short-term activities and services in Croatia in 2007 see Section 5 (to be updated in early 2007).

## 5. Work programme 2007: objectives and indicators

ETF 2007 ACTIVITIES AND SERVICES IN CROATIA							
ETF objectives for Croatia 2007-2010: To contribute to HRD reform by facilitating policy learning							
PROJECT NUMBER	PROJECT TITLE	SPECIFIC COUNTRY OBJECTIVES	EXPECTED OUTCOMES	ACHIEVEMENTS INDICATORS	SOURCES OF VERIFICATION	YEARLY OUTPUTS	PROJECT DURATION
IPA07-01	Facility to respond to EC requests	To provide good quality information, policy analyses and advice on HRD issues and related sector policy objectives.  To provide support to the EC Delegation to plan, monitor and evaluate the CARDS and PHARE projects and the IPA HRD programme	Maintenance of high-level country intelligence on education and employment policies and related issues.  Updated HRD country analysis as background to the JAP process for Employment and Enlargement DGs. Content-related support to the EC Delegation on the monitoring of CARDS VET, adult learning, local employment partnership, employment service decentralisation projects and the PHARE active labour market policy project, with a view to ensuring effectiveness and efficiency of EU interventions.  Content-related inputs on IPA HRD sector fiche.  Exchange of information and synergy for interventions with major donors in the field (WB education project, GTZ crafts project, NL MATRA, etc.).  Impact assessment of past CARDS projects and conclusions for improved policy capacities and future IPA programming for 2 components:  VET projects.  Modernisation of the employment service.	Use of HRD country analyses and progress report by Employment and Enlargement DGs.  Requests for information and/or opinions from the DGs. Regular meetings with EC Delegation.  Delivery of timely advice and comments on documents submitted to ETF by EC Delegation.  High quality IPA HRD sector fiche accepted by EC Delegation/ Enlargement DG.  Regular contact with major donors in the field.  Impact studies commented on and used by EC Delegation, education reform task force, and national policy makers in future IPA programming.	Feedback by EC Delegation and Employment and Enlargement DGs through emails or other means. Feedback by EC Delegation.  ETF mission reports.  Consultant feedback on role of ETF.  EU monitoring reports.  Exchange with donors through e-mail or other means.  Feedback by EC Delegation.  Feedback by task force.  Feedback by policy makers.	Updated ETF country website.  ETF country analysis.  ETF progress report.  Assistance to EC Delegation to plan, monitor and evaluate EC projects and ensure effective implementation, sustainability and follow-up of results.  Capacity building among key actors.  2 impact assessment studies on EC-financed projects in the VET and employment fields.	Continuous  4 weeks (drafting and consultation process only)  Continuous  1 week  4 months

IPA07-02	Education and training 2010	<p>To strengthen education policy analysis and design capacities through a policy learning approach and the incorporation of good EU, EU member state and partner country practices.</p>	<p>Establishment of education reform task force at the national level, composed of policy makers/shapers, experts, social partner representatives and other stakeholders.</p> <p>Facilitation of policy learning with a view to strengthening policy analysis and design capacities, with topics determined by task force, possibly including:</p> <p>EU education and employment policies and instruments.</p> <p>Good practices from other countries.</p> <p>EU and other donor project results and follow-up.</p> <p>IPA programming</p> <p>JAP, Joint Inclusion Memo. etc.</p> <p>Provision of support to implementation of CEDEFOP facility for Croatia.</p>	<p>Task force operational and draft terms of reference sent to ETF.</p> <p>Meetings held with high participation rate.</p> <p>Regular inputs to ETF country analysis.</p> <p>High attention received from policy makers and the media</p> <p>Higher awareness of EU policies in national institutions and the public in general.</p> <p>High quality IPA sector fiche.</p> <p>EU education and employment policy issues increasingly incorporated in national policies. ??</p>	<p>Feedback by task force members.</p> <p>ETF mission reports.</p> <p>Feedback by EC Delegation.</p> <p>Feedback by policy makers.</p> <p>Press clips, TV spots.</p> <p>National policy documents.</p> <p>Advocacy plan.</p> <p>Policy briefs.</p> <p>Publications in media.</p>	<p>Active contribution to building education policy capacity in country.</p>	Continuous 3@2 weeks (only meetings incl. preparations and follow-up)
IPA 07-04	EL (Croatia will be invited to participate on competitive basis)	To ensure access by policy makers and stakeholders to information on developments and purposes of the EU Charter for Small Enterprises and to produce data for reporting progress on Charter Chs. 1 and 4.	Data on progress and status in line with the objectives of the Charter that enable comparisons between countries and against EU progress and assessments of developments in EL.	<p>Project reports on national developments and regional results.</p> <p>Country annual report on EU Charter.</p> <p>DG Enterprise and Industry cross-country report on the EU Charter.</p>	<p>Project reports on national developments and regional results.</p> <p>Country annual report on EU Charter 2007.</p> <p>DG Enterprise and Industry cross-country report on the EU Charter 2007.</p>		2007
IPA 07-06	Governance and administrative capacity in employment (ESF)	To analyse capacity building needs for improved IPA programming in the fields of employment policy and employment service modernisation.	National assessment of capacity for policy development, planning, implementation and monitoring in relevant national, regional and local administrations, and development of national action plan 2008-2010.	Priorities defined for developing administrative capacities at different levels.	<p>Assessment report and action plan.</p>	<p>Assessment report and action plan.</p>	2007
IPA 07-07	Learning and teaching	To develop capacity building activities and networking that strengthen professional expertise in policy	Better coordination between VET teacher training providers; review and support for plans for faculty organisation change and curriculum development; application and dissemination of new learning	<p>Establishment of a national TTnet structure.</p> <p>New training programmes in teacher training institutes.</p>	<p>Progress reports.</p> <p>Minutes of southeast Europe TTnet.</p>	<p>TT net seminar.</p>	2007

		formulation in teacher training and the organisation of learning processes.	methodologies.				
IPA 07-08	Networking	To engage HRD stakeholders and policy makers in all IPA countries in policy formulation and implementation through the creation of networks.	<p>Network maximisation of the flow of advice to the EC and the ETF and between countries on priorities, problems and developments in HRD within the IPA region.</p> <p>Establishment of a network of main contact points for ETF work in the country through national authority appointments.</p> <p>Cross-fertilisation of ideas among partner countries policies and approaches facilitated through periodic regional meetings.</p>	<p>National stakeholder and policy maker participation in 2010 cluster activities and regional events related to HRD development.</p>	<p>Mission reports.</p> <p>IPA programming.</p> <p>Events/meeting minutes.</p> <p>Project progress reports.</p>	<p>National stakeholders and policy makers participate in the ETF regional events and project events throughout 2007.</p> <p>Mission reports.</p> <p>Events/Meeting minutes.</p> <p>Project progress reports.</p>	2007
ILP 07-01	Key competences for lifelong learning	To provide evidence-based policy advice to partner countries on the implementation of key competencies in curricula.	Policy advice to partner countries, the ETF and the EU on incorporation of 'entrepreneurship' and 'learning to learn' competencies in the context of teacher training and curriculum reform.	<p>Final workshop.</p> <p>Policy conclusions and recommendations for follow-up actions.</p>	<p>Workshop documents.</p> <p>List of participants.</p> <p>Workshop agenda.</p>		2007